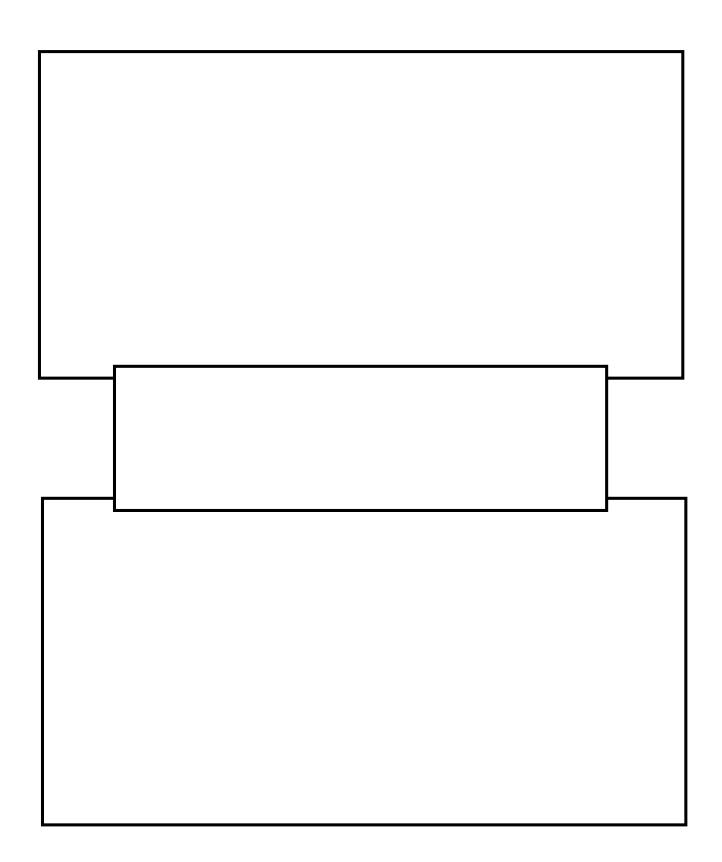
## PERSUASIVE WRITING GRAPHIC ORGANIZER

| <b>Name:</b> | Date: |          |
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| Topic:       |       |          |
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| What vocabulary words will I use to make my argument in a strong but polite way? |
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### PERSUASIVE ESSAY ORGANIZER

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| GO.22.2 |       |

## MY OPINION A GRAPHIC ORGANIZER

| Name: |             | <b>Date:</b> |
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|       | My Opinion: |              |
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|       | My Reasons: |              |
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## **CONCEPT MAP**

|         | Name: | Date: |
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| GO.22.4 |       |       |

## PERSUASIVE PLANNING SHEET

| Nam    | :: Date:  | _ |
|--------|---|---|
| Paragr | aph One: Introduction   |   |
|        | Introductory Statement:   | _ |
|        |   |   |
|        | Background Information:   |   |
|        |   |   |
|        |   |   |
|        | Main Transition Sentence to Bodies (State your opinions and three reasons): | - |
|        |   |   |
| Paragr | aph Two: Body 1   |   |
|        | Topic Sentence:   |   |
|        |   |   |
|        | Support one:  |   |
|        | Example:  | _ |
|        | Support two:  |   |
|        | Example:  | _ |
|        | Support three:  |   |
|        | Example:  |   |
|        | Closing/Transition Sentence:  |   |
| Paragr | aph Three: Body 2   |   |
|        | Topic Sentence:   |   |
|        |   |   |
|        | Support one:  |   |
|        | Example:  | _ |
|        | Support two:  |   |
|        | Example:  | _ |
|        | Support three:  |   |
|        | Example:  | _ |
|        | Closing/Transition Sentence:  |   |

| Paragrapi | Four: Body 5                |
|-----------|-----------------------------|
| To        | opic Sentence:              |
|           |                             |
| Su        | apport one:                 |
| E         | xample:                     |
|           | apport two:                 |
| E         | xample:                     |
| Sı        | apport three:               |
| E         | xample:                     |
| C         | losing/Transition Sentence: |
|           | n Five: Rebuttal            |
| To        | opic Sentence:              |
|           |                             |
| O         | bjection one:               |
|           |                             |
| R         | ebuttal:                    |
|           |                             |
| O         | bjection two:               |
|           |                             |
| R         | ebuttal:                    |
|           |                             |
| O         | bjection three:             |
|           |                             |
| R         | ebuttal:                    |
|           |                             |
|           | losing sentence:            |
|           | n Six: Conclusion           |
|           | estatement of Opinion:      |
|           |                             |
| Po        | owerful Ending:             |
|           | <del></del>                 |

## PERSUASIVE PLANNER

| Name:         | Date: |
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| Introduction: |       |
|               |       |
|               |       |
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|               |       |
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| Body 1:       |       |
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| Body 2:       |       |
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| Body 3:     |  |  |
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| Rebuttal:   |  |  |
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| Conclusion: |  |  |
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#### PREPARING TO WRITE YOUR LETTER

| Name:             | Date: |  |
|-------------------|-------|--|
| Arguments Against |       |  |
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#### PREPARING TO WRITE YOUR LETTER

| Name:                                   | Date:   |
|---|---|
| Arguments For                           |   |
|   | naterials, list below the most important arguments, or  |
| points of view, used to support this po | sition. Also, list the evidence or claims which support |
| each argument.                          |   |
| -                                       |   |
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# DEBATE PLANNING CHART STATING DEBATE ISSUES

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# IS THIS A GOOD \_\_\_\_\_? Name: \_\_\_\_\_ **Date:** \_\_\_\_\_ This is why I think so:

My idea for a better \_\_\_\_\_\_ is:

## **EXPOSITORY PILLAR-PREWRITING FRAMEWORK**

| INTRODUC | TION (lead/thesis   | statement): |             |
|----------|---------------------|-------------|-------------|
| INTRODUC | 11014 (lead/tilesis | statement). |             |
|          |                     |             |             |
|          |                     |             |             |
| MAI      | N IDEA #1           |             | <del></del> |
|          |                     |             |             |
|          | Detail              |             |             |
|          |                     |             |             |
|          |                     |             |             |
|          |                     |             |             |
| МАТ      | N IDEA #2           |             | <del></del> |
| WIAI     | N IDLA #2           |             |             |
|          | Detail              |             | <del></del> |
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|          |                     |             |             |
|          |                     |             |             |
| MAI      | N IDEA #3           |             | <del></del> |
|          |                     |             | l           |
|          | Detail              |             |             |
|          |                     |             |             |
|          |                     |             |             |
|          |                     |             |             |
| CONCLUS  | ION:                |             |             |
| CONCLOS  | ion.                |             |             |

## **DECISION-MAKING MODEL**

| Name:    | Date: |
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| GO.22.11 |       |

## PERSUASIVE WRITING ORGANIZER

| Name: _ | <br> | <b>Date:</b> |  |
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GO.22.12

## **ADVANTAGES vs. DISADVANTAGES**

| Name:                                | Date:           |                     |                           |
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|                                      |                 |                     |                           |
|                                      |                 |                     |                           |
| My position on                       |                 |                     |                           |
| Assessment list for task:            | Points Possible | Points Earr<br>Self | ned Assessed B<br>Teacher |
| . Brainstorm form is completed with  |                 |                     |                           |
| sufficient details.                  |                 |                     |                           |
| . Form contains relevant information |                 |                     |                           |
| and facts from relevant articles.    |                 |                     |                           |
| 3. Position is stated.               |                 |                     |                           |
| TOTAL:                               |                 |                     |                           |

## **DISCUSSION WEB**

|          | QUE | ESTION |  |
|----------|-----|--------|--|
| GO.22.14 |     |        |  |

# DEBATE PLANNING CHART SIGNIFICANCE OF ARGUMENTS

| Name: | Date: |
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